

Minnesota State University Moorhead

SPED 403: Methods: Mild Disabilities

A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

This course requires the following prerequisite
SPED 225 - Individuals with Exceptionalities

Corequisites: None

MnTC Goals: None

Course addresses teaching theories, strategies and techniques for teaching students with mild disabilities including Specific Learning Disabilities, Emotional/Behavioral Disorders, High Functioning Autism, Mild Developmental/Cognitive Disabilities and other related mild disabilities such as Traumatic Brain Injury and Other Health Impairments (ex: ADHD). Course covers teaching methods across specific content areas as well as assistive technology and other teaching practices(ex: co-teaching).

B. COURSE EFFECTIVE DATES: 08/20/2012 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Learning theories
2. Evidenced based practices.
3. Teaching cycle.
4. Law review and implications for instruction.
5. Oral language.
6. Early reading.
7. Reading fluency and comprehension.
8. Written language.
9. Math.
10. Content--area learning.
11. Strategies for inclusion and accommodating specific student needs.
12. Universal design for learning.
13. Assistive technology.
14. Transitions across educational and non--educational environments.
15. Co--teaching.
16. Parent involvement.

D. LEARNING OUTCOMES (General)

1. Students will understand levels of support required and a continuum of services available for students with development cognitive disabilities and other disabilities to succeed in a range of environments.

2. Students will be able to design, implement, monitor, and adjust goals and objectives to address the individual strengths and needs of students with autism spectrum disorders, developmental cognitive disabilities, emotional or behavioral disorders, specific learning disabilities, and other health disabilities.

3. Students will be able to monitor, collect, summarize, evaluate, and interpret data to document progress on skill acquisition and make adjustments to and accommodations in instruction.
4. Students will select and apply evidence-based instructional practices, including those supported by scientifically-based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting.
5. Students will apply strategies to increase functional development skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self-assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small group, and large-group settings, including preparation for transition.
6. Students will be able to modify instruction and teach skills to increase accuracy, fluency, and comprehension in reading, writing, and listening including modifying pace of instruction, introducing monitoring strategies, and providing organizational cues.

7. Students will be able to modify instruction and teach skills to increase accuracy and proficiency in mathematical reasoning and calculation.
8. Students will understand legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities.
9. Students will design, implement, monitor, and adjust instructional programs that promote communication skills and teach language development and vocabulary related to academic literacy, functional skills, social communication, and problem-solving.
10. Students will be able to utilize assistive technology devices, accessible instructional materials, and accommodations to strengthen or compensate for differences in perception, attention, memory, processing, comprehension, and expression.

11. Students will be able to address factors such as gender, socioeconomic status, and familial, cultural diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities.

12. Students will design, implement monitor, and adjust a range of evidence--based instructional strategies and practices and develop and adapt specialized materials that facilitate student engagement and the maintenance and generalization of skills

13. Students understand the issues and resources and apply strategies needed when transitioning and reintegrating children and youth into and out of alternative environments

14. Students will be able to access and evaluate information, research, and emerging practices relevant to the fields of autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, other health disabilities, and academic and behavioral interventions through consumer and professional organizations, peer-reviewed journals and other publications.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted